

Strategies for Inclusion

Policy into practice to include Disabled children and young people

PIP Briefing Paper, November 2008



'Strategies for Inclusion' offers:

- **Key areas for local authorities** to address in promoting and supporting inclusive play and childcare services.
- **Guidance on establishing policies, structures, systems and staffing** that promote inclusion.
- **A strategy** allowing local solutions in local circumstances.

Introduction

This briefing is a revised and updated edition of the original KIDS Inclusion Framework for Local Authorities first published in 2004. Strategies for Inclusion has been drawn up as a result of KIDS' wide experience of working with individuals and local authorities committed to the inclusion of Disabled children and young people in mainstream play, childcare and leisure settings. Its publication is one element of the

Playwork Inclusion Project (PIP) funded by a 3 year strategic grant from the Department for Children, Schools and Families (DCSF).

The Disability Discrimination Act and the Disability Equality Duty require local authorities and service providers to address the specific requirements of Disabled people (and children) and to ensure that 'reasonable adjustments' are made to facilitate their participation in anything they would like to access. The Childcare Act 2006 also calls for all children's centres and extended schools to be truly inclusive. In addition, two major government initiatives in 2007 are paving the way for significant progress to be made for Disabled children. 'Aiming High for Disabled Children: Better Support for Families' and 'The Children's Plan' are crucial developments. More work and lobbying may still be needed to turn these national initiatives into appropriate local actions, but we now all have the opportunity – funded from new money into every local authority – to make Disabled children's play and leisure a priority rather than an optional extra. Local authorities can use Strategies for Inclusion to help them meet their requirements and to promote equal access to play for Disabled children and equal access to childcare for their parents/carers.

The following are all important elements in creating inclusion. The more that are in place, the better the chances of inclusion being developed successfully.

1. Mapping

If plans are to be well founded it is important to know the existing position in terms of the numbers of Disabled children, their requirements, and the range of services genuinely available to them.

2. Key policy development

All policies impacting on children and young people should by definition be inclusive policies. Integrated working with partners such as leisure, planning, transport, health and all children's services is essential to this development. Principle documents for all partners to actively consider include Children and Young People's Plans, youth strategies, play strategies, equalities policies, cultural strategies, disability team strategies etc. The process of engaging different people in exploring the meaning and implications of an inclusive policy is as important as the end product.

3. Communication

Communication in all its forms should be inclusive (e.g. Family Information Services, publications, the internet etc). Consultation and liaison with Disabled children and their families is essential in building trust and getting services right. Equally, internal communication and record keeping within local authorities and between partner agencies should reflect an inclusive ethos.

4. Change processes and transitions

The move towards inclusive services will require support at all levels from a strategic level through to frontline staff. Time, strong leadership and a clear inclusive culture are imperative. The change process will also affect children and their families, consequently appropriate support may be required. Disabled children undergo numerous transitions. These can include, education provision, childcare, leisure services, key workers etc. Planning will be necessary to ensure continuity in and between services.

5. Inclusion development

Mainstream services, specialist services and families with older Disabled children may be used to segregated services, and some may have come to expect or prefer it. It may be difficult / inappropriate to expect all children to access inclusive services, but properly funded inclusion should become a normal choice for younger children and remain the norm as they become older. All mainstream services should be encouraged to be pro-active in inviting Disabled children. Bridges need to be in place – staff who have experience and understanding of the inclusion of Disabled children, who can act as 'bridges' between potentially inclusive settings, segregated services and children and their families. For further information on this refer to the PIP Briefing 'Bridges to including Disabled children in play and childcare provision' (see back page).

6. Sustaining change

Sustaining inclusive practice will require a strategic approach to funding and budgets. This will include an integrated knowledge and awareness of existing funds, expenditures and requirements. Disabled children will not automatically require additional funding. All eligibility criteria should be flexibly framed to ensure effective use of resources. It is unusual for a child to require one-to-one support. Therefore changes to the environment and practice can achieve better outcomes for all children. Inclusive practice will mean making a policy decision in favour of supporting inclusion in mainstream settings, as opposed to funding segregated or 'specialist' play schemes.

7. Workforce development

All Staff should receive equalities training to propel attitudinal change throughout the workforce. Inclusive practice should be at the core of all staff training, irrespective of whether they work directly with Disabled children.

8. Understanding and providing guidance for children with complex support requirements

Inclusion is facilitated by streamlined paperwork, guidelines and procedures (including health and safety issues, intimate care, specific requirements, advocacy etc), and this reduces repetition. The transparency of this information will ensure that each child is safe and included. However these guidelines must be flexible to reflect the specific requirements of each individual child. Sometimes, to understand and best meet complex support requirements, specific training on issues such as risk management, lifting and manual handling, etc. may be required.



9. Networks of support

It is important for local authorities to play a key role in making links at the local, regional and national level. All key players in inclusive services will profit from continuing contact and idea sharing with others, both internally and externally. Benefits are gained from continuing contact and idea sharing with others in a similar position, and also from keeping inclusion high on providers' agendas.

10. A Strategic approach to inclusion

There needs to be a written, costed, time-specific strategy for inclusion – together with an ongoing commitment from senior figures, regarding funding, staffing, implementation, monitoring and updating.

Consultancy and Training to support ‘Strategies for Inclusion’

‘Strategies for Inclusion’ consultancy process

Alongside this briefing KIDS offers the **Strategies for Inclusion** consultancy process delivered by the PIP Regional Development Officers (RDO’s) to local authorities over several months. This includes a short preparatory meeting, a one day seminar and follow up meeting. Throughout the process, PIP Regional Development Officers support the local authority (and key partners) to review policy and practice in the context of the **Strategies for Inclusion** briefing document. It enables senior staff from a cross section of departments to explore **Strategies for Inclusion** as it relates to their own local circumstances.

What does the Strategies for Inclusion consultancy process look like?

It’s a ‘change tool’ bringing together organisation, team and personal approaches to Inclusion. Participants include:

- Children and young people (0 – 16 years) development workers
- Senior service managers from: youth, leisure, childcare, play, extended services, Family Information Services, voluntary and parent partnership groups.

PART ONE: Quick, focused, facilitated preparation together (3 hours)

- Identifying inclusive practice
- Where at now?
- Audit overview
- Where would you like to be and what next?

PART TWO: One day seminar (9.30am – 4.00 pm) enabling participants to:

- Perceive what a strategic approach to inclusion could look like
- Give recognition for what is working and acknowledge what is not working

- Identify evidence to see why ‘what’ works and ‘how’ to do more of this
- Share resources to support the strategic development of inclusive practice.

PART THREE: Priority setting working together (3 hours) to:

- Develop inclusive practice
- Prioritise what could be developed
- Build on successes
- Agree action points
- Review and monitoring of process.

For further details about booking ‘Strategies for Inclusion’ contact: pip@kids.org.uk

KIDS NDD training department also offers endorsed training to play and childcare professionals who wish to include Disabled children within their mainstream settings as listed below. If you want to encourage providers and those who support them to develop inclusion in their own settings we also recommend our complementary briefing **All of Us – The Framework for Quality Inclusion** (see back page for details).

- Planning Inclusive Play (newly revised and endorsed at Level 3 by SkillsActive)
- Let’s All Play! (endorsed at Level 2 – induction)
- Let’s All Play! – for play rangers
- Using ‘All of Us – The Framework for Quality Inclusion’ for practitioners
- Using ‘All of Us – The Framework for Quality Inclusion’ for development workers, assessors and mentors
- Just because the law says so? (Seminar)
- Everyone Can Play (endorsed at Level 2)
- Playing on the Range (endorsed at Level 2)

For further details please contact: training@kids.org.uk

Resources to support 'Strategies for Inclusion'

KIDS PIP Publications (see back page for details)

Council for Disabled Children (CDC) Publications

- **Extending Inclusion (2008)**
Access for Disabled children and young people to extended schools and children's centres: a development manual.
- **The Dignity of Risk (2004)**
A practical handbook for professionals working with Disabled children and their families.
- **Diversity Matters (Justin Simon: 2006)**
Good practice in services for Disabled children and their families from black and other minority ethnic communities. Available from: www.ncb.org.uk/cdc

Play England/NCB Publications

- **Design for Play: A guide to creating successful play spaces (2008)**
Play England and government departments leading on play have published guidance which will help transform the design of play spaces in the future.
- **Play Naturally (2007)**
A review of children's natural play.
- **Neighbourhood Play Toolkit (2006)**
CD Rom for local groups and play services working to increase children and young people's access to good play opportunities in their neighbourhoods.
- **Best play (2000)**
A joint publication from the former National Playing Fields Association (now Fields in Trust), PLAYLINK and the former Children's Play Council, this report looks into the benefits of play for children, as well as the consequences of inadequate play provision.
- **Human Rights are Children's Rights (2008)**
A guide to ensuring children and young people's rights are respected.

Most of the above are available to download from the Play England Website: www.playengland.org.uk or hard copies can be ordered from: www.ncb.org.uk

Joseph Rowntree Foundation Publications

- **Hello! Are You Listening? (Pippa Murray: 2002)**
- **Making Connections – Developing Inclusive Leisure in Policy and Practice (Pippa Murray: 2004)** Available from: www.jrf.org.uk/bookshop

Other useful resources

- **The Children's Plan /National Play Strategy** www.dcsf.gov.uk
- **Improving the life chances of Disabled people (Prime Minister's Strategy Unit: 2005)** Available to download from: www.cabinetoffice.gov.uk/strategy
- **Aiming High for Disabled Children: better support for families (DCSF: 2007).** Available to download from: www.hm-treasury.gov.uk
- **Developing Accessible Play Space – A Good Practice Guide (Communities and Local Government: 2003).** Available to download from: www.communities.gov.uk
- **Removing Barriers: A 'Can Do' Attitude (Ofsted: 2005).** Available to download from: www.ofsted.gov.uk
- **Can Play – Will Play: Disabled Children and Access to Outdoor Playgrounds (Alison John and Rob Wheway, The National Playing Field Association: 2004).** Available to download from: www.fieldsintrust.org/fit_shop.php
- **Equal in Play? (Haki Kapasi: 2006)**
A follow-up to an earlier publication (Playing in Parallel) on racism in playwork reinforcing the messages. Available from: www.londonplay.org.uk
- **The Busker's Guide to Inclusion (Philip Douch: 2005).** Available from: www.commonthreads.org.uk

KIDS – the Disabled children and young people's charity

KIDS is a national charity working towards a vision in which all Disabled children and young people realise their aspirations, and their right to an inclusive community which supports them and their families. KIDS provides a wide range of services in five English regions, and promotes inclusive play and leisure nationally across the children and young people's sectors through workforce development and support. The PIP Project is funded by a 3 year strategic grant from the Department for Children, Schools and Families (DCSF) and is run by KIDS National Development Department (NDD).

KIDS Publications – The PIP Guidelines Series


- **Inclusion by Design – a guide to creating accessible play and childcare environments** (*Clare Goodridge 2008 Ed. Philip Douch*) This new KIDS publication is aimed at planners, designers, parks and leisure officers as well as early years, play and childcare providers who want to ensure that the design of their playspace is accessible, welcoming and inclusive.
- **Pick & Mix – a selection of inclusive games and activities** (*Di Murray, 3rd Edition 2008*) This popular KIDS publication which derives out of our games based training course Let's All Play!, has been updated and includes a wealth of practical ideas, games and activities to help promote inclusion in any play, holiday or childcare setting.
- **It doesn't just happen – inclusive management for inclusive play and childcare** (*Philip Douch, 2nd Edition 2006*) This publication is aimed primarily at senior managers of play settings, but is also relevant for face to face workers as well as others in the voluntary sector.

If you would like a copy of this Briefing in large print or an alternative format, please contact the PIP Team.

PIP Briefings & other resources

- **All of Us – The Framework for Quality Inclusion** (*3rd Edition 2008*) (previously – The All of Us Inclusion Checklist)
- **Aiming Higher for Inclusive Play** (*2008*)
- **Equalities and Inclusion in Play and Childcare** (*2007*)
- **Bridges to Including Disabled children in play and childcare provision** (*2006*)
- **KIDS DVD: Kids just gotta have fun!** (*2008*) Featuring KIDS Hayward inclusive Adventure Playground.
- **PIP Network News: A FREE bi-annual newsletter on inclusive play.**
- **National Inclusive Play (NIP) Network E-bulletin: A FREE bi-monthly e-bulletin.**

Contacting Us: To receive PIP Network News, subscribe to the e-bulletin, attend regional meetings or contact your PIP Regional Development Officer, please contact: pip@kids.org.uk. To book training or discuss your organisation's workforce development needs please contact: training@kids.org.uk. To order briefings and books, use the online form on our website or email: publications@kids.org.uk



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Playwork Inclusion Project



KIDS NDD
6 Aztec Row
Berners Road
London N1 OPW
Tel: 0207 359 3073
Email: pip@kids.org.uk
Website: www.kids.org.uk